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Included in this English translation of an annotated bibliography (represented as Volume 4, Number 1, 1968) are articles and books describing the history, development, reform, staff training, faculty, research projects, and various levels of the Yugoslav educational system. Curriculums and syllabuses, motivation techniques, polytechnical education, self-education, problems in education, hostels, management and financing, legislation, and education statistics are topics listed, and there is a bibliography of Yugoslav works on adolescents. For a related document, see FL 001 187. (DS)

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# SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

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1968

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1968

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## I. HISTORY OF EDUCATION

1. SIMUNČIĆ, A.: 130-godišnjica Gradske biblioteke i čitaonice "I. G. Kovačić" u Karlovcu (The 130th Anniversary of City Library and "I. G. Kovačić" Reading Room in Karlovac), *Školske novine*, Zagreb, 1968, No. 5, pp. 6 and 7.

The City Library and Reading Room in Karlovac, one of the oldest cultural institutions in this city, is celebrating the 130th anniversary of its founding. The library now has four departments: one for adults, one for youngsters, a central branch, and a neighborhood branch in the suburbs of Karlovac. The library regularly purchases all types of literary works, and the reading room receives almost all Yugoslav daily, weekly, and monthly papers and journals. A traveling library has been organized for the sixteen villages in the Karlovac community which makes two visits monthly, and cooperation has been reached between the library and some enterprises in the city for the purpose of encouraging interest in books by the direct producers.

## II. EDUCATION RESEARCH

2. HASANOVIĆ, Hajrudin H.: Širom primjenom savremenih postupaka ispitivanja znatno bi se poboljšao stil rada prosvjetnih savjetnika (With the Wide Application of Modern Investigation Procedures the Work of Educational Advisers Would Be Considerably Improved), *Putevi i dostignuća u nastavi i vaspitanju*, Sarajevo, 1967—68, No. 2, pp. 92—98.

This article presents the results of an investigation on the perfection of work styles of educational advisers. The opinions of 250 teachers who filled out questionnaires were very different in answering the question: "What has not been effective in the work manner of educational advisers?" Some thought that everything was all right and nothing should be changed; others thought that the educational advisers are constantly on the hunt for mistakes made by teachers, that mistakes are pointed out without any consideration being given to their causes, that there are too many inspectors and not enough advisers, etc. In answering the question of what kind of people should be selected for educational advisers, the teachers ans-

were that this profession should be pursued by persons having many years of teaching experience and who are experts in their subjects, good practitioners in work with pupils, persons who have advanced educational training, who make good use of methods, highly educated and moral personalities, have good cooperation abilities, and can serve as an example to others. The teachers also answered the following questions: "What Should the Educational Advisers Do When They Enter the School?" and "What Type of Assistance is Expected by the Teachers?" The article also treats the role of the interview in the work of the educational adviser, the use of audits, opportunity for applying questionnaires, evaluation of a teacher's work with the help of the check-list, and the use of the reminder pad by the educational adviser.

### III. DEVELOPMENT OF EDUCATION

3. **Aktuelna pitanja izgradnje sistema obrazovanja i vaspitanja (Current Problems Concerning the Development of the Educational System), Biblioteka Savezne skupštine, Beograd, 1967, p. 420.**

This publication presents analyses and other professional studies written for the purpose of serving as a basis for issuing new documentation on the educational system in Yugoslavia. Professional studies were developed in organization — or direct participation — with experts from the Federal Secretariat for Education and Culture and the Yugoslav Institute for Educational Research. At the same time, a wide circle of leading experts from the entire country were also engaged in their elaboration. These studies concern the fields of preschool education, elementary education, secondary education, advanced education, adult education, training for teachers and educational services, as well as the development of the school system and education in the period 1966—1970 and its adjustment to the needs of the economy and the society.

4. **LEBL, Arpad: Problemi nastave istorije nacionalnosti (Problems of Teaching the History of Nationalities), Pedagoška stvarnost, Novi Sad, 1968, No. 2, pp. 78—85.**

An impending task of the Chair for History of the Faculty of Philosophy in Novi Sad is a study of the history of Vojvodina, i.e., the history of various nationalities which live on this area. This is especially important now as the history teachers in Vojvodina schools should teach the history of all nationalities to pupils of these different nationalities, and the elaboration of textbooks is now in progress. In analyzing the difficulties present in implementing these demands, the author especially emphasizes the inadequate preparedness of the teachers, the lack of activity by the historical society to assist the teachers and to point out many historical facts which are either mistakenly interpreted or not treated at all in present-day textbooks.

5. M. H.: Mjesto i uloga vježbaonice u radu školskog pedagoškog centra (The Place and Role of the Exercise Room in the Work of the School Educational Center), *Školske novine*, Zagreb, 1968, No. 2, p. 6.

The school education center, as an integral community of Schools of education, educational gymnasiums, exercise rooms of schools of education, and the educational advisory service in certain fields, carries on a specific social function in the sense of working out existent modern educational conceptions, by offering assistance to teachers in their practical work, and by making solid preparations and correct selection of young people for the teaching profession. The author speaks in detail of what the elementary school, which serves as an exercise room of the school of education, must provide for the students; what are the tasks of the exercise room teachers and which are left to the teachers of other elementary schools; what are the specific needs of the exercise room in light of equipment and work, and what kind of special teaching cadres are needed for it. The analysis of the present condition shows that it does not satisfy the prescribed demands in relation to educational and material conditions, criteria for rewarding teachers and their special exercise room supplement, norms according to which the teachers prepare a lesson schedule, and the dimensions of the exercise room as a whole and its classes. At a one-day symposium on the roles and tasks of the School Educational Center it was decided that these problems be made known to the competent organs and interested schools. It should be anticipated that the new status of the exercise room will create better conditions for its functioning and that the School Educational Center will gain more complete social affirmation.

6. POPOVIĆ, Mihailo V.: Društveni uslovi i mogućnosti školovanja omladine u Jugoslaviji (Social Conditions and Opportunities for Educating the Young in Yugoslavia), *Sociologija*, Beograd, 1968, No. 1, pp. 81—101.

As the introductory heading of this article states the causes which led to the opinion that the attainment of school qualifications is one of the principal means for advancement in the modern society, the author — though the use of tables — confirms the statement that opportunities for education in modern Yugoslavia have significantly increased in comparison with prewar Yugoslavia. In the section entitled "Historical Dimensions of the Problem," the author analyzes the question of how and why the development of the modern society is being guided toward a labor division which will be predominantly free of class, political, and other barriers and privileges. Although the elimination of private property in socialism represents a significant step forward in the continued liberalization of the social division of labor, there are still some social barriers which hinder education from being equally

available to all social groups. The factors which stimulate the democratization of the school system in Yugoslavia, as well as those which impede it, are discussed in the IIIrd and largest section of this article.

7. Savetovanje o sistemu obrazovanja i vaspitanja (Symposium on the System of Education), *Pedagogija*, Beograd, 1967, No. 4, pp. 515—541.

At the Symposium on the System of Education in Yugoslavia, held in September 1967 in Belgrade, representatives participated from Yugoslav associations of philosophy, sociology-education, psychology, adult education, as well as various interested secretariats, institutes, socio-political organizations, representatives of secondary school communities, etc. The journal "Pedagogija" has already published the reports given at the Symposium, and in this issue they are publishing the discussions of Mirjana Krstinić: "The Social Reform and Development of the System of Education"; Dragutin Franković: "On the Methodology and Strategy of the Further Development of the System"; Stevan Bezdanov: "Current Problems in the System of Education and Educational Policy"; Mihajlo Popović: "On the System of Education and Unequal Social Opportunities for Schooling in Yugoslavia"; Nedeljko Kujundžić: "The Significance of Interdisciplinary Cooperation"; and Dušan Savičević: "The Need for Greater Integration of the System of Education."

8. SIMEUNOVIĆ, Ivan: Neophodnost izmene društvenog položaja obrazovne delatnosti (The Necessity of Changing the Social Position of Educational Affairs), *Naša stručna škola*, Beograd, 1968, No. 1, p. 2.

The author points out the fact that recent processes and occurrences in the field of education are more and more confirming the position taken in the Resolution of the Federal National Assembly on Vocational Education — 1960. This means that it is necessary to establish firm and specific relations between labor and education, especially when it is a matter of vocational education. The author states that the condition of educational activities, extensiveness in the educational process, the irrational network and structure of educational institutions, the opening of a series of "cheap" schools which are supposed to only momentarily resolve the question of where children will go after elementary school, etc., have — among other things — led to the present problem of where secondary school and university graduates will go after completion of studies. After reviewing an entire series of problems which exist in this period and seeking a well thought out resolution, the author states that the alliance between educators and producers in the economy and the society will contribute much to our overall development.

9. U čemu je demokratičnost sistema obrazovanja (Democracy in the System of Education), *Komunist*, Beograd, 1968, No. 569, pp. 17—18.

Under our present conditions the question of how much education is really accessible to every citizen is continually gaining in importance. More so as the level of education and the degree of professional training of every individual is becoming a determining factor for their participation in the distribution and use of social power. In this connection, the article attempts to answer the question of what are the essence and pathways of democracy in our system of education, what they mean, and how they are materializing under the present economic conditions of our society. The answers to this question, which were given by leading experts with different functions, can be summarized as follows: socialism must not support only a part of the society; democracy is not always expressed in the same way; education should be primarily functionally oriented; we must not be inclined toward the dictatorship of the existent; the accessibility of education is the fundamental criterium for democracy.

10. VELČIĆ, Veselko: Uzroci krize odgojno-obrazovnog sistema (The Resons for the Crisis in the System of Education), *Kulturni život*, Beograd, 1967, No. 11, pp. 833—838.

The author calls the educational crisis all those contradictory problems of socio-economic relations in the field of education which cannot be solved. The author states that our educational system is to a great extent inadequate and inefficient and -- as is known -- there are many reasons for this. Extensiveness is cited as the most important, expansion which was not adequately accompanied by cadres and material resources, lagging behind in the development of new socio-economic relations, and the development of self-government in this area. The author reviews the Theme for the Law on Financing Education, which was submitted for discussion in the Socialist Republic of Croatia, and which -- states the author -- begins from the realistic fact that this society is limited in funds and that the right to education cannot be realized by everyone. The proposed system of financing education should, through the creation of appropriate conditions, assist in the resolution of material difficulties and numerous problems which have increased and become more serious from year to year.

11. ZEC, Zvonimir: Efikasnost i pedagoška opravdanost ekipno-instruktivnih pregleda škola (The Effectiveness and Pedagogical Justification of Team-Instructional School Inspection), *Školske novine*, Zagreb, 1968, No. 3, p. 5.

The Institute for Educational Advancement of the Socialist Republic of Croatia and the Institute for the Improvement of Elementary Education of Zagreb have effectively and efficiently

implemented the team inspection of elementary schools in its area — an activity which is in accordance with their professional obligations: follow-up of the methods and results of school theory and practice, advancement of the system of education, preparation and follow-up of syllabi, study of textbooks, etc. The team-instructional inspection of schools creates cooperation with educational institutions, aids teachers in their work and the resolution of problems, makes teachers familiar with educational policy, takes responsibility for the professional and educational further training of teachers, cooperates with the management organs of the schools, supervises the execution of regulations concerning the work of educational institutions, and carries out teaching inspection. This work is also useful because it links educators with the practitioners in the schools. Each educational adviser has his place and function in the team, and carries out his work in accordance with a previously determined and examined "reminder" which contains criticisms and opinions made on the basis of talks with the school principal, the subject teacher, attendance at the lesson, talks with the teacher after the lesson, meeting of the teachers group, review of collected material, practical seminars, libraries, and pupils' work.

#### IV. SCHOOL REFORM

12. **FILIPOVIĆ, Dragomir:** Društveni dogovor o putevima daljeg razvoja obrazovanja i vaspitanja (The Society Agrees on Pathways for Further Development of Education), *Prosvetni pregled*, Beograd, 1968, No. 5, p. 3.

At its meeting on 7 February 1968 the Inter-Board Commission of the Federal Council and the Educational-Cultural Council of the Federal Assembly adopted the Proposed Theme on the Development and Improvement of the System of Education in Yugoslavia, and submitted it to the Federal and Educational-Cultural Councils for consideration. The article states that the basic decision of the Proposal is the endeavor of its authors for "the self-governing society to be oriented toward education as an activity and, on the other hand, for this activity to be so organized toward the society." Practically, this means that the further development of the system of education should be wider, deeper, and more consistent with self-government trends, and that this development should rely upon the application of income according to labor in this sensitive social activity. The author further says that the second starting point in the Proposal is the generally recognized need for the system of education to obtain modern expression in dependence upon the needs found in this direction by the scientific-technical revolution. The article then gives a review of the Proposal by headings and educational fields.

13. ŠIMUNČIĆ, A.: Reorganizacija karlovačkih škola II stupnja. (Reorganization of the Secondary Schools in Karlovac), *Školske novine*, Zagreb, 1968, No. 3, p. 2.

The Council for Education, Culture, and Physical Culture elaborated a plan for the reorganization of the school network in Karlovac in the form of school centers — with the idea that through these centers education will be more scientific and more economical, and will better satisfy the needs of the economy in that area. The commission which worked on this problem proposed the founding of the following educational institutions: two gymnasiums and schools for music and medicine. The founding of the following school centers was also suggested: Center for Technology, Center for Electrical and Metal Trades, School Center for Goods Turnover and Tourism, Center for Forestry, Agriculture, and Wood Manufacturing Activities, and a Center for Adult Education. It is believed that with this type of organization of teaching there could be a selective and gradual education of cadres, as well as a better concentration of financial resources. As there are some schools which exist in the present network but are not envisaged in this plan, the following will be closed: School of Economics, School of Forestry, School for Apprentices. However, the School for Apprentices would become an integral part of the school centers.

14. TOMANOVIĆ, Velimir: Savetovanje o sistemu vaspitanja i obrazovanja (Symposium on the System of Education). *Gledišta*, Beograd, 1967, No. 12, pp. 1711—1718.

The author presents a critical review of the symposium on the system of education which was organized by the Federation of Educational Societies of Yugoslavia in Belgrade, September 1967. In giving a general evaluation of the symposium, the author states that the discussion more clearly identified differences, but at the same time a step forward was made toward overcoming differences on progressive foundations: "The system must be built on the basis of the historical process of liberating the working class, and this means the individual in general, and not on inherited traditional factors or on one institution — although negation of the preceding system should mean the safeguarding and continued development of all the inherited factors which are of permanent value." From this standpoint the author gives ideological support to the representatives of a uniform system of education, by which dualism in the present system would be eliminated — according to which one line leads toward education of the intellectual elite, and the other — toward education of persons in direct production. The author states that the reform of the system is a realistic social process in which science is building its knowledge, but the final decision on direction is made by the working people in a democratically established self-government system. In reviewing

numerous essential questions which were discussed at the symposium, the author supports the viewpoints which open new pathways toward continued democratization of our system of education under conditions of social self-government.

#### V. TEACHER TRAINING AND TEACHING STAFF

15. CRNICKI, Marija: Uloga školskog pedagoga u rješavanju odgojnih problema (The Role of the School Pedagog and Resolving Training Problems), *Pedagoški rad*, Zagreb, 1968, No. 1—2, pp. 19—24.

With the opening of job posts for pedagogs in schools it is anticipated that much more attention will be devoted to training with pupils — something which has been for the most part neglected. School pedagogs should pay special attention to work with neglected pupils, elaborate a system of working with the parents of neglected children, make analyses of procedures and forms of work which the teacher uses in training, work out a system for making diagnoses of various forms and levels of child neglect, and envisage measures for offering assistance to pupils. It is the author's opinion that the establishment of school pedagogs will not make any significant changes unless the conditions of life and work in the schools are simultaneously changed and if the school pedagogs do not work out a conception of training measures and of optimal positive pupil development. Integration in the school and grade collective is suggested as the best measure for influencing neglected and poorly adjusted children.

16. ČOP, Vilim: Započeo izvanredni studij PA — centar Maksimir (Additional Teacher Training at the Maksimir Center), *Školske novine*, Zagreb, 1968, No. 5, p. 3.

The realization of the elementary school reform demands, among other things, that the qualification structure of teaching cadres in grade instruction be improved. The need arose for additional training for the present teaching cadres through part-time studying. In this connection, the Community of Elementary Schools of the Socialist Republic of Croatia organized part-time studies for grade instruction at the Maksimir Center, part of the "Jordanovac" experimental elementary school. Persons attending these studies become familiar with modern attempts in the instruction of beginning reading and writing. In addition to special method areas, many contemporary themes were also elaborated: problems of starting school; from the psychology of beginning reading; the first several days in the first grade; writing in the elementary school; the use of teaching sheets; one-minute exams on oral reading; learning as a means of communication; procedures for written exercises and correction of the pupils' written material; dictation as a means of improving grammar; the articulation development

of the pupil; programmed and semi-programmed sequences in native language instruction, etc.

17. HASANOVIĆ, Hajrudin H. Ko treba da izvodi nastavu u stručnim školama? (What Kind of Instructors Are Necessary in Vocational Schools?), *Naša stručna škola*, Beograd, 1968, No. 1, p. 8.

The problem of practical instruction is very current, more so as in many vocational schools the ratio of practical instruction to theoretical is 50%:50%. In the Themes on the New Law for Secondary Education, which was prepared by the Republican Secretariat for Education and Culture of the Socialist Republic of Bosnia and Hercegovina, it is envisaged that teachers for vocational-practical instruction must at least have the corresponding secondary vocational training or be highly skilled workers with five years of practice in their profession. Among the proposals for resolving this problem, which the Higher School of Education in Tuzla turned over to the competent republican organs and some school and vocational organization communities, there is one that states a new manner of preparing teachers for vocational-practical instruction in the Socialist Republic of Bosnia and Hercegovina — within the framework of the Center for Vocational and Technical Education for Teachers. It is proposed that this Center be established at the Higher School of Education. At first, experienced skilled and highly skilled workers and other workers with secondary vocational training would be accepted, and the opportunity would be given to existing cadres to acquire adequate school qualifications through part-time studying and flexible forms of supplementary education.

18. Japundžić-Stojković, Draga: Moralno vaspitanje u osnovnoj školi i predlog reevaluacija učenja o moralnom vaspitanju u učiteljskoj školi (Moral Training in the Elementary School and a Proposal for Re-evaluation of Studying Moral Training in the Teacher Training Schools), *Nastava i vaspitanje*, Beograd, 1967, No. 5, pp. 499—503.

While still in the teacher training school the future teacher prepares for, among other things, the moral training of pupils. The author points out some sources and documents which regulate the program of moral training which the future teachers must learn in the teacher training schools in Serbia, and also makes some suggestion on which measures should be taken so that future teachers are as best prepared as possible for practical work in the schools. Furthermore, a re-evaluation is sought of learning the moral development of a child, learning the teaching process and the place of the teacher in it, and the demand is made that professional ethics be taught in the teacher training schools and that future teachers master research methodology in the field of moral education while still in teacher training.

19. Mere za rešavanje problema popunjavanja škola nastavnim kadrom u Crnoj Gori (Measures for Resolving the Problem of Providing Sufficient Teachers for Schools in Montenegro), *Naša stručna škola*, Beograd, 1967, No. 11—12, p. 8.

In considering the problem of teaching cadres in schools, the Educational-Cultural Council of Montenegro established that in the school year 1966/67 there was a deficit of 105 mathematics teachers, 78 general technical education teachers, 61 chemistry teachers, 70 physics teachers, etc. It was also determined that these subjects were badly taught in many of the schools. It was concluded that of the secondary schools the most poorly supplied with teachers are schools for skilled workers, and that in the vocational schools the subjects most poorly taught are mathematics, machine trades, and electrotechnology. The Educational-Cultural Council suggested a solution for this problem in the form of working out concrete plans of the needs of schools for vocational teaching staff, and to fill empty job posts and provide for the higher professional level of teachers through giving scholarships to students and stimulating teachers to gain additional education through part-time studying and in other ways. Part-time teachers should be exchanged for permanent teachers, and teachers from production can be taken for vocational schools. It was also mentioned that special attention should be devoted to conditions for educating students at the Academy of Education in Nikšić.

20. OGRIZOVIĆ, Dr. Mihajlo: Problemi osposobljavanja andragoških kadrova u narodnim i radničkim sveučilištima (The Problems of Educating Adult Education Cadres in National and Workers' Universities), *Obrazovanje odraslih*, Zagreb, No. 9—10, 1967, pp. 29—36.

Experience has shown that adult education cadres, regardless of the extensiveness of their activity in educating adults, still do not have — under our present conditions — a solid, extensive, overall, and socially affirmed adult education culture. Therefore, it is necessary to consider and discover ways for realizing a more solid and fundamental form of training these cadres. Very complex adult education studies of four-year duration are suggested. In the syllabus of these studies it would be necessary to include an intensive investigation of theoretical adult education and its various areas. This means general theory of adult education, general methods of adult education, some specific methods, the history of adult education (general and national), comparative adult education, special areas of adult education (industrial, military), adult education methodology, etc. Adult psychology, psychological statistics, sociology of adult education, ergology, philosophy, ethics, etc., and one foreign language would all have their place in the complex of these studies. It is also stated that this type of institution should make practical work and exercises with observation, the study of domestic and foreign literature,

seminars and consultations, the writing of seminar and complex diploma studies, examinations and investigation in practice, and the much needed system of tests and discussions a part of its syllabus basis.

21. Prilog razmatranju pedagoškog obrazovanja nastavnika srednjih škola (A Contribution to the Study of Training for Secondary School Teachers), *Pedagoški rad*, Zagreb, 1968, No. 1—2, pp. 1—18.

The Institute for Education of the Faculty of Philosophy of the University of Zagreb prepared an exhaustive study entitled "Education of Teachers for General Education Subjects in Secondary Schools" which was published in an abridged form by the editorial board. The part dealing with the methodology of the empirical section of the study and the opinions of teachers concerning teacher education and further training is published in its entirety.

22. RAŠKOVIĆ, Vjera: Analiza i procjena nastavnog rada (Analysis and Evaluation of Teaching), *Školske novine*, Zagreb, 1968, No. 3, p. 3.

There is the belief that all educational institutions would like to implement stimulative awards for their staff, but that they are uncertain of how to "measure" the work of the teacher and thus carry out their desire. The author presents the experience of the School Center for Machine Construction and Electrotechnology in Zagreb. As this Center has a large staff (professors, engineers, teachers, vocational teachers, workshop workers, and administrative and technical personnel), it was obligated to make general norm acts on distribution as well as determine special measures and instruments for each of these groups. The manner of following the work of the teaching staff is presented in detail. In this Center the teachers are divided up into work groups; every group has its chief, and one of his tasks is to follow the work of the teachers. This follow-up is carried out in accordance with the propositions envisaged in the formula: "Analysis of Teaching," which is divided into several sections: I — Preparation for Work; II — Selection of Subject-Matter (content of teaching themes); III — Use of Teaching Aids; IV — Teaching Methods; V — Organization of Teaching; VI — Manner of Following-Up a Pupil's Knowledge; VII — Personality of the Teacher; and VIII — Does the Teacher Show Willingness and Preparedness in Mastering the Syllabus.

23. SLAVKO, B.: Savjetovanje nastavnika tehničkog i saobraćajnog odgoja Jugoslavije (Symposium for Teachers of Technical and Traffic Safety Education in Yugoslavia), *Školske novine*, Zagreb, 1968, No. 6, p. 3.

This symposium, which was held in Zagreb, treated the problem of teaching cadres for technical and traffic safety education, special areas for implementing practical instruction and

laboratory exercises, and the supply of appropriate equipment and tools. It was also stated that there is a need for uniform manuals and textbooks as well as a collection of blueprints for practical work; the roles and tasks of literature and technical journals and newspapers in instruction was also discussed. This symposium resulted in the formation of the Founding Board of the Association of Technical and Traffic Safety Teachers of the Socialist Republic of Croatia, and the need was expressed to establish this type of All-Yugoslav association of teachers. This symposium pointed out a number of weak points, but also showed the extent to which instruction in the field of technical and traffic safety education has advanced and has influenced education in recent times.

24. VIDOVIĆ, Zvonimir: Prilog diskusiji o uvođenju dvopredmetnog studija za nastavnike fizičkog odgoja (A Contribution to the Discussion on Introducing Two-Subject Studies for Physical Education Teachers), *Fizička kultura*, Beograd, 1967, No. 7—8, 253—256.

On the basis of tenders offered for employment of physical education teachers, the author has drawn the conclusion that the essence of this subject is incorrectly evaluated and that in many elementary schools the idea is prevalent that any teacher can be a physical education instructor. The qualification structure of teachers can also be judged according to the results of a questionnaire issued by the regional Institute for Advancement of Elementary Education in Zagreb. The author states that the problem of insufficient professional staff for physical culture, especially in smaller schools, can be eased by educating teachers for two subjects. This is similar to the earlier education at higher schools of education when, in addition to physical education, the students studied biology.

## VI. SCHOOLS AND INSTITUTIONS

25. K. S.: Petodnevna nedelja u školi (A Five-Day Week in the School), *Prosvjetni list*, Sarajevo, 1968, No. 311, p. 5.

The author of this article believes that the coordination of the school work week with that of the economy and the other working organizations is a necessity which must not be overlooked. He points out, however, that toward this end it would be necessary to first make a revision of the syllabus and curriculum and to introduce a new school calendar. Under present conditions, the introduction of a five-day school week would negatively reflect on the daily lesson fund — which is already large. The author offers a number of suggestions for effectively resolving the problem of changeover to the five-day work week, and states that each school must realize an annual fund of 210 work days.

26. KLJAJIĆ, Djeka: Najpre eksperimentalne provera u praksi (A Trial Run for the Five-Day Work Week), *Prosvetni pregled*, Beograd, 20 December 1968, No. 40, p. 6.

This article is a contribution to the discussion on the five-day work week which was initiated by the editorial board of this paper. It is the author's opinion that the child should be considered as the object of education, and the most important question should be whether or not the proposed new work week — according to biological and pedagogical-psychological laws — is more favorable for a child's achievement than the one which was in effect until now. Before the proposal is adopted or rejected, a questionnaire should be distributed, a study should be made of conditions throughout the world and in other schools where teaching is conducted under normal conditions, and the opinions of experienced teachers and leading theoreticians should be sought on school problems.

27. Kritika šolstva "na splošno" ne uopšteva doseženih rezultatov (A Criticism of the School System "In General", Not Taking Achieved Results into Consideration), *Prosvetni delavec*, Ljubljana, 1968, No. 2, pp. 7 and 10.

The Director of the Institute for Education of the Socialist Republic of Slovenia gives his opinions on some current questions of the school system, such as the problems of syllabi for the elementary school, the overburdening of pupils, the question of double shift teaching, the condition of the school system in Slovenia in general, and its professional qualities specifically. The problem of overburdening of pupils in the elementary school in our country has not been scientifically investigated, either in connection with the syllabus or with other factors. For this reason various opinions exist: according to some, the syllabi are in excess; according to others — too impoverished. It is understandable that with the rapid development of science the syllabi must undergo certain changes in order to express the modern state of the different sciences, but the schools should select that which is essential and develop the intellectual capabilities and work habits of the pupils — and thus prepare them for adopting new material. In connection with the discussion on syllabi, the opinion has been expressed that intellectual selection would resolve the problem of repeaters and drop-outs. Although no Yugoslav scientific investigations have been conducted in this light, foreign experience shows us that this is not a matter of selection by ability but rather by social background and position of the pupil. This means the inadmissible cutting down of recruits from the entire country and such a procedure would deprive the country from an overall inflow of talent. For this reason another solution must be sought. The answer to this is internal differentiation.

28. MARKOVIĆ, Radul i Mica: Petodnevna radna nedelja i radno vreme nastavnika (The Five-Day Work Week and the Work Schedule of the Teacher). *Prosvjetni list*, Sarajevo, 1968, No. 313, p. 5.

The authors of this article point out all the aspects of involvement which are in the nature of the teaching profession and which condition overburdening and the overlong work schedule of every teacher. Concerning the organization of the five-day school week in elementary schools, they suggest that the lesson fund in all eight grades be reduced by three lessons weekly and that the remaining lessons be distributed throughout five days — which, in a good organization, would not injure the curriculum. In this way the work time of the teacher would be somewhat reduced, a positive factor in light of the ever-increasing rate of development of science and technology and the demands of modern schools for overall educated teachers.

29. MILOVIĆ, Momir: Slobodna subota — bolji radni učinak (Free Saturdays — Better Work Output), *Prosvetni pregled*, Beograd, 20 December 1967, No. 40, p. 6.

The fact that schools in the modern world no longer represent the only source of knowledge and comprehension of nature, the society, and various phenomena in them, and that there is increasing interest on the part of pupils for various forms of extra-curricula activities, has caused educators to seriously deliberate the opportunity for unburdening curricula and syllabi. For this reason the attempt to introduce a five-day work week for schools should be considered a step forward toward achieving a new quality in educational work — and for this it will be necessary, says the author, to have the overall involvement of experts-practicians for uncovering the most favorable opportunities to realize this attempt. As a high number of working organizations have already made the changeover to the five-day work week, and many parents have Saturdays off but the children have to attend school, it is necessary to introduce the five-day school week as quickly as possible. The author presents several methods for organizing work in the schools.

30. MIŠOVIĆ, Milija: Za ili protiv petodnevno radne nedjelje u školama (For or Against the Five-Day School Week), *Prosvjetni list*, Sarajevo, 1968, No. 314, p. 3.

The author begins with an analysis of the facts which necessarily condition the changeover of all schools to a five-day work week. He then speaks of the overburdening of today's pupils — in all types of schools — with educational tasks demanded by the syllabus and curriculum. On the basis of examples cited, the author analyzes several difficulties concerning the organization of this school week and raises the question of how, in the present situation, to provide for satisfactory conditions and an easy changeover to the five-day week. At the end, the

author states — among other things — that without a strong material base, in spite of justifiable demands, the school really can not make the changeover to the five-day work week.

31. Škole za pripadnike narodnosti (Schools for Minority Nationalities), *Jugoslovenski pregled*, Beograd, 1968, No. 1, pp. 31—34.

In presenting the condition of schools for minority nationalities in Yugoslavia, the author of this article gives data which show that in the last ten years there has been an exceptionally rapid development of all types of educational institutions where teaching is done in minority languages. The text is accompanied by a tabular and graphic review of the development of these schools and the increase in number of pupils for the 1956/57—1966/67 period.

#### VI 1. Preschool Education

32. LOVRIC, Milena: Stanje i dalji razvoj ustanova za predškolsko vaspitanje (The Condition and Further Development of Institutions for Preschool Education), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1967, No. 2, pp. 57—78.

Contents: Introduction — The network of preschool institutions and the children in attendance — Financing the activities of preschool institutions — Educational work in preschool institutions (1. Conditions for living and working with children; 2. The educational staff in preschool institutions; 3. The organization and content of educational work; 4. Preschool institutions and the elementary school) — Summary and Conclusions.

33. M. K.: Tretje leto "malih šol" (The Third Year of "little schools"), *Prosvetni delavec*, Ljubljana, 1968, No. 2, p. 7.

This is already the third year of work of the three-month so-called "little schools" in the Socialist Republic of Slovenia. They are organized at elementary or preschool institutions for the purpose of preparing preschool children for school. Reading and writing are not in the syllabus of these "little schools," but overall education on a specific level should train the children for school. These forms of work with preschool children in Slovenia are rapidly becoming widespread: while in the 1965/66 school year these schools contained up to 100 children, today they include about 27% of all children who are supposed to start school in the coming school year. They work with a different number of lessons and with different weekly attendance, and some of them even work all year round. These forms of work also demand specific conditons, and these are partially being realized without restraint. The massive development of these forms of work oppose the conception that it is too soon for them, that they should be held in abeyance until there are uniform conditions for their work throughout the entire republic. Experience from hitherto work

shows that the children who have gone through this preparation for school are much more mature than those who went directly from the home into the school, and this lack of maturity makes first grade work more difficult. Intellectual development is often emphasized too much in the work of the "little schools." A positive factor in their work is making the preschool institutions closer to the elementary schools, which have now become interested in preschool education. The basic purpose of the "small schools" is pupil socialization. In order for the teacher to be better prepared for this work, the Republican Institute for Education organized a seminar during the last school vacation for teachers working in the "little schools."

34. Razvoj ustanova za predškolsko vaspitanje (The Development of Institutions for Preschool Education), *Prosvetni glasnik*, Beograd, 1968, No. 1, pp. 13—15.

The Social-Health Council and the Educational-Cultural Council of the Assembly of the Socialist Republic of Serbia adopted conclusions on the condition and further development of institutions for preschool education in the Socialist Republic of Serbia. The first part of these conclusions points out the unresolved problems in the field of preschool education. The second part deals with measures which should be taken in the coming period for the resolution of these problems. Among other things, it is stated that a network should be created of independent institutions for preschool education — nursery schools, as the fundamental system of preschool education with the simultaneous development of other organized forms of preschool education which can be effective where nursery schools are scarce. The stay of school children, as a rule, should be resolved through all-day schools. This article further points out the need to strengthen the professional service in the field of preschool education and the development of scientific research work.

#### VI. 2. Elementary Education

35. Ali smo pripravljeni na nov delovni čas? (Are We Prepared for the New Work Week?), *Prosvetni delavec*, Ljubljana, 1968, No. 2, p. 2.

The author of this article reviews the introduction of the new work week in the Socialist Republic of Slovenia and the consequences which it has had on schooling — expressing the opinion that this will lead to many almost unsolvable problems. An opinion similar to this was expressed by educators at a meeting of the Cultural-Educational Council of Slovenia when discussing the proposal for introducing the new work week, that our school system is not prepared for such

a sudden and great change. Information from the larger centers in Slovenia served as the basis for analyzing the condition as well as the proposal itself. It was not taken into consideration that more than half of the school children in Slovenia are from villages and small towns, that many of them walk for hours or travel to get to school, that they are very much needed to assist their parents in farming and are thus an almost irreplaceable labor force. Also, most schools do not have conditions for keeping the children all day, something which becomes necessary with the new work week. Many of these schools are old, small buildings with several shifts. It is true that in the information which the republican secretariat prepared on problems connected with the introduction of the five-day work week it is stated that the schools can be adapted to the five-day work week with certain changes in the school programs and syllabi. However, for this it would be necessary to provide investment resources for building institutions for preschool children and accommodations for school children. But even if these investment resources existed, the building of these institutions would take several years. Another problem is that there are no cadres which are trained for this type of work with children. For this reason the author thinks that the introduction of the five-day work week in the school was premature.

36. ARNOVLJEVIĆ, Jelena: Neka iskustva školskih pedagoga Beograda u radu na ujednačavanju prvog razreda osnovne škole (Some Experiences of School Pedagogues in Belgrade on Equalizing the First Grade of Elementary School), *Nastava i vaspitanje*, Beograd, 1967, No. 5, pp. 489—492.

The major purpose of this presentation is the problem of equalizing first grade classes in the elementary school and the role of the school pedagog in this activity. In order to properly distribute the children among the classes, and thus make the future work of lower and higher grade teachers easier, the work of the pedagog includes three phases: examination of pupils and assembling of information; making class structures; preparing documentation for following pupil development. This article describes in detail all these three phases of work which the school pedagog should complete at the beginning of the school year.

37. LETIĆ, Dobrila: Adolescenti obuhvaćeni nastavom za odrasle (Adolescents Encompassed in Teaching for Adults), *Pedagoška stvarnost*, Novi Sad, 1968, No. 1, pp. 15—22.

The author points out the increasing number of adolescents between 15 and 17 years of age in schools and classes for basic adult education — the percentage of which was 34.34% of the total number in attendance at the end of the 1966/67 school year. One of the causes for this condition may be found in the

Law on Elementary Schools, which has a much stricter stand on older pupils than the Law on Secondary Education. For this reason, the majority of pupils who have not yet reached 15 years of age and have not completed elementary school are sent either for private instruction or to schools for basic adult education. The elementary schools are very glad to free themselves of the older pupils saying that with their psychophysical characteristics they hinder normal work with children. The author indicates the fact that educational and training work with adults has its own special psychological basis and specific didactical demands, as well as a number of factors which are peculiar to the organization of teaching adults, and all this serves as a barrier to the effective inclusion of adolescents in adult education. Not even the curricula of the schools for adult education are appropriate for adolescents as there is a fewer number of lessons, a different grouping of subjects, and they are deprived of physical culture — a necessity at this age-level. The results of a questionnaire filled out by school principals which have classes for adults show that the majority think that this manner of educating adolescents is inadequate.

38. MARENTIČ-POŽARNIK, Barica: Neka misli ob članku "Pot do objektivnejšega ocenjivanja" (Some Opinions on the Article "The Way toward More Objective Marking"), *Prosvetni delavec*, Ljubljana, 1968, No. 2, p. 4.

The author of this article, in expressing himself positively on problems of an objective type — as he calls tests of knowledge, brings our attention to certain regulations which should be applied when using these tests in order to reach the desired goal. One of the basic regulations in composing these problems is that they should be able to be solved by every pupil who learned the subject-matter from which the problems were taken. This means that there should be nothing which is not clear or which could have two meanings. The pupil should know exactly how to express his answer (words, symbols, etc.). Problems of various types should be separated and clear instructions should be given for every group of problems. Furthermore, the problems should be composed in such a way that only those pupils who really have the knowledge can answer solve them. The system of points described in the article "The Way toward More Objective Marking" does not give a true picture of a pupil's knowledge. The key for turning points into marks should be composed later on, taking many elements into consideration. In applying the results in practice, we must be careful not to use problem-solving of an objective type only for marking, and other methods must be envisaged so that the pupils don't think that they are studying only in order to pass the test. They can be used for many purposes. These problems, especially those prepared by the teachers for internal use, are very frequently of such a nature that they can

only establish knowledge, i.e., memorization of facts, and not understanding. The article further discusses how to avoid the multiplication of these problems and cites domestic handbooks on knowledge tests.

39. MILEVČIĆ, Špiro: Seminar za dopunsko obrazovanje direktora osnovnih škola (A Seminar for Supplementary Education for Elementary School Principals), *Školske novine*, Zagreb, 1968, No. 5, p. 4.

In Zagreb the Institute for the Advancement of Elementary Education in the Socialist Republic of Croatia held a seminar for supplementary education for elementary school principals and educational advisers for the general development of elementary schools. Among others, the following themes were presented: "The System of Methodology, Pedagogy, and Characteristics of Scientific Research in Education"; Problems of Poor Pupil Achievement"; "Individualization of Instruction"; "Auditory Teaching Aids in Modern Instruction (for Yugoslav conditions)"; "The Psychological Basis of the Learning Process"; "Educational and Management-Legal Aspects of Self-Government Relations in the Elementary School"; "Current Problems in Realizing the Conception of Our Elementary Schools." Other useful forms of work were also organized during the seminar (a visit to the "Jordanovac" experimental elementary school, talks with socio-political workers in the Socialist Republic of Croatia, a visit to the electronic classroom at the School of Education in Zagreb, following television programs for the schools in the company of writers and editors so that on-the-spot discussions were held on the educational-methodological procedure in watching these programs). At the end of the seminar all the participants received a certificate of completion of supplementary education from the Institute for the Advancement of Elementary Education of the Socialist Republic of Serbia.

40. OBERLINTNER, R.: Materijalni pogoji za delo šol s podaljšanim in celodnevnim bivanjem (Material Conditions for All-Day Schools), *Prosvetni delavec*, Ljubljana, 1968, No. 3, p. 1.

All-day schools are a new, extended educational activity for which most schools do not have the proper conditions. Space, in addition to other things, is a problem as the hitherto norms for constructing school building primarily considered teaching needs and did not even provide space for extracurricular activities, much less for an all-day stay in school. It is necessary to supplement the hitherto norms for school buildings, and the old schools must be as best adapted as possible for this work. A study made by the Institute for Education in Ljubljana shows that all-day schools can be successfully organized where sufficient space and other conditions are available, and accommodations for the children must be provided for work, sleep, rest, play, and various extra-grade activities. For this reason an

all-day school should have, in addition to classrooms, a communal area for all-day pupils which should satisfy health as well as certain psychological demands, i.e., the children should be offered a family-like atmosphere. Also, an entertainment hall must be provided, a sitting-room, a kitchen for preparing and distributing food, a library, a club room, a physical culture room, 2—3 school workrooms, and several rooms for the work of individual sections. In the direct vicinity of the school there should be grounds containing a yard, an athletic field for young children and several for older children, a sheltered area for playing, and a walk-path with benches.

41. TURŠIĆ, Tone: Pot do objektivnejšega ocenjevanja (Toward More Objective Evaluation), *Prosvetni delavec*, Ljubljana, 1968, No. 2, p. 4.

The author of this article points out the good points of knowledge tests, which enable a more objective evaluation of a pupil's knowledge. These tests are used when a specific part of the subject-matter has been covered. These tests include questions which show whether or not the pupil understood the essence of the subject-matter. There can be 8—10 such knowledge tests for each subject annually. By way of illustration, the author gives such a test for a fourth grade nature study class, checking the knowledge of the pupils and explaining how answers should be scored and the final result made. This material can be attached to the other records which are kept on individual pupils, thus enabling a better view of the pupils' knowledge.

### VI. 3. Secondary Education

42. PAVLETIĆ, Tomislav: Upis učenika u srednje škole Zagreba (Pupil Registration in Secondary Schools in Zagreb), *Naša stručna škola*, Beograd, 1968, No. 1, p. 7.

For several years entire generations of elementary school graduates from the city of Zagreb have been continuing their education in the numerous secondary schools in this city. These schools also have a heavy inflow of pupils who come from outside the Zagreb area; in the 1967/68 schools year the number of these pupils was 31% of the total number of registered pupils. This represents a high material burden for the city educational funds, and a resolution is being sought which will not lead to a fall in the educational level of the schools. However, the author of this article, in respect to guiding adolescents in their choice of secondary school, states that this is changing positively from year to year. Adolescents are increasingly attending schools for skilled workers while, at the same time, interest in schools of economy and — to some extent — gymnasiums is decreasing. The author further states that the increasing interest in schools for skilled workers is prevalent among those children who come from Zagreb proper.

43. Zajedničke osnove srednjeg obrazovanje (Common Bases for Secondary Education), *Prosvetni pregled*, Beograd, 1968, No. 8, p. 2.

At a meeting held on 26 February the Cultural Council of the Socialist Republic of Serbia, upon a proposal made by the Institute for Vocational Education and the Institute for Basic Education and Teacher Training of the Socialist Republic of Serbia, adopted the Draft of the Proposal for Common Bases for Secondary Education — and also decided to present it for public discussion. The starting point of this document is that contemporary secondary education for adolescents and adults in our self-governing society requires a higher level of general and technical knowledge, and demands a degree of general development and technical training of individuals which provides unhindered admission to higher education or directly to modern production and the general trends of our self-governing society. The application of these common bases for secondary education — when working out curricula and syllabi for individual types of schools and when determining concrete teaching and educational disciplines and choice of subject-matter — will begin with the general conception of a school and its functions, as well as its duration. From this it will be established just which scientific and training disciplines will appear as separate subjects and in which cases a more complex solution can be approached.

#### VI. 3. b) Vocational Schools

44. APOSTOLOVIĆ, Ljubiša and JOVIĆ, Sreten: Organizovanje nastave u građevinskim školama sa praktičnom obukom u školskom građevinskom centru u Nišu (The Organization of Teaching in Civil Engineering Secondary Schools with Practical Training in the School Civil Engineering Center in Nis), *Problemi stručnog obrazovanja*, Beograd, No. 3, 1967, pp. 42—54.

The educational process in civil engineering schools with practical training is conducted in the classroom, the school workshop, school plant, and in production work in the enterprise. In the classroom, the pupils study vocational subjects in addition to general cultural subjects. Practical-production teaching is conducted in the workshop, school plant, and in the enterprise. The pupils become familiar with basic operations, tools, and materials in the workshop — as well as obtain their first work habits. This is the initial connection between pupils and production. In this way the pupil prepares himself for independent production work. Much attention is being paid to the preparation of teachers for their work. In this type of school the teacher must be acquainted with recent achievements in science, production technology, etc. For this reason an improvement is being made in the methodological-pedagogical

preparation of teachers through individual and group work. For individual work, the plan envisages just which methodological-pedagogical literature each member of the collective must produce.

45. BAJIĆ, Ljubivoje: Jedinstvo početnog obrazovanja radnika i tehničara (Uniform Initial Education for Workers and Technicians), *Prosvetni pregled*, 20 December 1967, No. 40, p. 2.

This article describes an experiment which was made at the beginning of the 1966/67 school year at the School Center for Educating Cadres for the Needs of the Hydraulics and Pneumatics Industry in Trstenik. Prior to this, the Center contained several types of schools with different syllabi and the need for reorganization was expressed. It was decided to adopt a syllabus and curriculum prepared by the Yugoslav Institute for Educational Research in 1966. According to this syllabus, education consists of two parts: preparatory — which is identical for all pupils of the Center, regardless of whether they are studying to become technicians or workers; and final or professional part. An innovation in the syllabus for the preparatory part (in which schooling is of two-year duration) is that a production-technical area and elective subjects have been introduced in addition to the humanistic and natural science areas. These areas can be expressed by the ratio 41:36:16:5. Some disciplines have been joined, so that literature is studied with the fundamentals of language and esthetic culture, physics with machine engineering and electrotechnology, and chemistry with technology. The experiment covered 184 pupils grouped into 6 classes. Although we cannot speak of the results of the experiment until one generation has gone through the completion phase of education, it has been observed that the process of education according to the experimental system is more intensive, the teachers have a more active relationship toward their work, and the pupils show a high interest in the production-technical area.

46. KOCIĆ, Stojan: Četrdeset godina Tekstilne tehničke škole u Leskovcu (The Forty Year History of the Textile Technical School in Leskovac), *Naša stručna škola*, Beograd, 1967, No. 11—12, p. 6.

The Textile Technical School in Leskovac is celebrating the 40th anniversary of its founding. The first part of this article gives a brief history of the school from its beginning, and then describes its work and development after WW II. The existence of the Textile Technical School made it possible for other institutions for education of textile cadres to develop: in 1947 the Industrial Textile School for Educating Skilled Workers

was established, and in 1954 — the Textile School for Highly Skilled Workers was founded. In 1962 these three schools were amalgamated into the Textile School Center. Within the framework of this Center there is a class for on- the-job education of workers who are employed in Leskovac industry. The Higher Technical Textile School for the Education of Textile Engineers was founded in 1959. The Textile School Center teaches almost all branches of the textile industry in its schools: weaving, spinning, knitting, preparation-dyeing, and ready-to-wear courses. In this way they can prepare experts for all types of textile production.

#### VI. 4. Higher Schools

47. ANDRIJAŠEVIĆ, Jovan: Modernizovanje i intenziviranje visokoškolskog obrazovanja (The Modernization and Intensification of Advanced Education), *Univerzitet danas*, Beograd, 1968, No. 1, pp. 14—23.

This article treats the preparation of present and future cadres in our advanced education institutions. The author believes that we are in need of educational institutions for special purposes. He emphasizes that if we do not wish to lag behind the numerous trends of science and technology, we must quickly get to work on introducing new modern forms of education (preparation of top cadres) in the present system of education. This would be a kind of addition which would be completely adapted to the demands of science and technology in the future, and would serve as the starting point for modernizing and intensifying the present system of education. The author further states the need to condense and accelerate the educational process in advanced institutions. According to him, the most important prerequisite for the successful development of advanced and higher education in Yugoslavia in light of its modernization and intensification is the establishment of an optimal relationship between the development of the economy as a whole and the volume of cadres, the level of preparation and the material-technical base of the university. A person who attains special, advanced, and higher education at a university should take an active part in progressive technology and scientific-technical advancement. The author further points out the need for systematic and integral following of the development of science and education, and for the modernization and intensification of the educational process in light of attaining an efficient system of education. The author presents the economic effectiveness of the modernization and intensification of education, i.e., its influence in the sphere of education.

48. BOGDANOVIĆ, Dr. Miloš: Korelacioni odnos sistema univerzitetskog obrazovanja i moderne privrede (The Correlation between the System of University Education and the Modern Economy), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 43—51.

The author points out the fact that capable educated cadres are a fundamental moving force in the modernization and development of the economy, and that an investment in education has the value of an investment in construction. An investment in an individual turns human labor into multiplied labor and achieves the same final result as the material investment — but the secondary effect is incomparably more significant. In this connection, the shifting of the labor force to a higher level of skill is characteristic for modern industry. This tendency can be clearly observed in industrially underdeveloped countries where there is a high percentage of cadres with advanced education in the total number of employees in industry. In comparison with these countries, the condition in Yugoslavia is not favorable: although of all the European countries we have the highest number of students in comparison with the population, we do not have sufficient highly skilled cadres in industry and almost 1/3 of the total number of employed are semi-skilled. There is also a high percentage of supervisory personnel who do not have adequate qualifications, and all this represents an obstacle to rapid production development in Yugoslavia. Statistics show that the highest number of students and secondary school pupils tend toward professions which are not a part of direct production. A large contributing factor to this is our school system, which guides adolescents toward advanced education. For this reason the system must be changed. Another important question for labor productivity, economic advancement, and the opportunity of participating in the international division of labor is scientific research work and the preparation of cadres for this work. This should be primarily developed at the universities, have a teamwork character, and be closely connected to all the fields of our social development.

49. JANKOVIĆ, Branimir: Deset godina postojanja i rada Zajednice Jugoslovenskih univerziteta (The Ten-Year History of the Union of Yugoslav Universities), *Univerzitet danas*, Beograd, 1968, No. 1, pp. 3—9.

At a special all-university conference held on 29 January 1957 in Skoplje a decision was made by the representatives of all the universities to establish a Union of Yugoslav Universities for the purpose of deliberating all questions of common interest within the country and to provide for their constant cooperation and coordination of activities. At that time the Union was given the task of making decisions and proposals of general significance, of following their implementation at the universities, to collect documentation and

publish literature on the work and problems of the universities, of working on an all-university exchange of experience, to call all-university conferences if the need is indicated, of cooperating with international organizations, and to submit proposals and opinion of common interest to the competent republican and federal organs. This article presents the activities of the Union in the last ten years, which have been developing at plenary meetings and assemblies, and at the meetings of the Chairmanship, commissions, and work groups.

50. Kandidati koji su na Sveučilištu u Zagrebu promovisani na naučni stupanj doktora nauka (Candidates Who Received the Degree of Doctor of Science at the University of Zagreb). Data prepared by Ante Migušić. *Univerzitet danas*, Beograd, 1968, No. 1, pp. 91—95.

The data contained in this review are: the first and last names and titles of persons who received Doctor of Science degrees from the University of Zagreb between 1 September 1966 and 31 August 1967, as well as the titles of the accepted dissertations. The information is given according to branches of science (law, economy, medicine, mathematics, physics, and other sciences).

51. LAZAREVIĆ, Dr. Djordje: O finansiranju nauke (Financing Science), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 22—30.

In considering the problem of financing scientific work in Yugoslavia, the author points out several problems of the position of science in our country. This is primarily the separation of scientific work from the university, which is considered an educational institution. This has caused, on the one hand, a deficiency in high quality young scientific cadres which could be recruited from the classrooms and, on the other hand, the splitting up of this work among a large number of organizationally different scientific institutions. This has led to an inadequate coordination of scientific work, its extensive character, higher expenditures, and lower results. The problem of financing scientific work is the number one problem in Yugoslavia. In distributing funds for scientific work certain scientific fields are considered more important and are given preferential treatment. This results in high disproportions in work opportunities in different scientific fields. We also lose sight of the fact that science should be considered as an integral entity and should be further developed on this basis. Investments in all types of research are minimal, but the ratio between them is not proportional: all types of investigation, except developmental, receive only 10% of the funds envisaged for developmental investigation which, in the author's opinion, should not even be planned for now as it is expensive. In order to place on the world market those products for which we have the best production conditions we should investigate our natural resources. One of the area of production, according to the author, is agriculture. He further considers the organizational

problems of scientific work, and points out the need to integrate the Council for Coordination of Scientific Work and the Fund for its financing.

52. LUKIĆ, Dr. Radomir: Razvoj statusa nauke u socijalističkoj Jugoslaviji, (The Development of the Status of Science in Socialist Yugoslavia), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 39—42.

This article considers the legal status of Yugoslav science, i.e., the legal regulation of the organization of scientific work. The author presents the three major stages of this status and gives their principal features in light of the organization of scientific work and its financing. The first stage goes from 1945 to 1947, which saw the first federal Law on the Organization of Scientific Work which was intended to guide the development of science. The same year the Law on the Serbian Academy of Science was issued, and this provided for the ever-increasing development of institutes within the framework of the Academy. In addition to this, a greater number of independent institutes were established, and institutes at universities — which were not sufficiently financed — lost in their importance. All institutes are financed from the budget. This second period lasted until 1957, when the new federal General Law on the Organization of Scientific Activities was made. This regulates the manner of founding and organizing scientific institutions. They are independent and have their own governing organs. The Law envisages the founding of the Council for Scientific Work, federal and republican, which is responsible for the advancement of scientific work and manages a special fund which subsidizes a great part of this work. Subsequent legislature was oriented toward the ever-increasing independence of scientific institutions which, for the most part, are self-financing and have — instead of social management — introduced self-government.

53. M. K.: Vedno večja veljavnost univerze v našem družbenom življenju (The Ever-Increasing Prestige of Universities in Our Social Life), *Prosvetni delavec*, Ljubljana, 1968, No. 2, p. 1.

Some contemporary questions from the field of advanced education, scientific research work, the role of the university in creating future scientific cadres, etc., were deliberated at the annual assembly of the University of Ljubljana. Discussion on the themes of the republican law on research work pointed out several of its weak points: the specific features of each institution should be taken into consideration when working out the system of self-government in institutions which pursue research. Also, relations should be determined between research organizations and advanced schools, and responsibilities should be divided among the community of research workers and its organs. The principal problem of research work is cadres. Many people do not enter research work due to the inadequate financing of research institutions. They often accept practical

work and become a service-giving organ. Therefore, cadres cannot systematically develop and grow as scientists. The modernization, intensification, and better quality of instruction at advanced schools was also discussed at the assembly.

54. MIRKOVIĆ, Prof. Dragoslav: Aktuelni problemi razvoja Univerziteta u Sarajevu (Current Problems of the Development of the University of Sarajevo), *Bilten Univerziteta u Sarajevu*, Sarajevo, November 1967, Vol. 7, No. 25, pp. 29—59.

The University of Sarajevo is preparing a proposal for the development program of the University up until 1980. This article, in which the author presents his opinions and gives several suggestions, is a contribution to the complex and delicate problems of programming development in the field of advanced education. In speaking of the structure of employed persons in economic and noneconomic activities in Bosnia and Hercegovina, the author gives the information that the participation of highly skilled cadres (15,111) in the total number of employed (487,699) on 30 September 1966 was only 3.1%, of which 6,113 or 40.4% were employed in economic activities and 8,998 or 59.6% in noneconomic activities. As the tables show the distribution of these cadres among economic and noneconomic areas, as well as by activities, and a comparison was made of the structure of students at individual faculties with the structure of advanced education cadres in the economic areas, the author drew the conclusion that there is a significant disproportion in the structure of the University and the structure of advanced education cadres in all activities. On the basis of an estimation made by the Republican Institute for Economic Planning of the Socialist Republic of Bosnia and Hercegovina on the needs of the economy for advanced education cadres, and on the basis of the present structure of the University, the author established which faculties should increase the number of students by 1970 and which faculties should decrease them, as well as which changes should be made in the structures of the different faculties in the coming period.

55. PAŠALIĆ, Dr. Esad: Sadržaj rada samoupravnih organa (The Work Content of Self-Government Organs), *Bilten Univerziteta u Sarajevu*, Sarajevo, November 1967, Vol. 7, No. 25, pp. 3—11.

In actively participating in the work of the group of experts which prepared a paper entitled "Self-Government, Income, and the Organizational Basis of the University," the author contributed the material published in this article. At the very beginning of his report the author formulated four basic themes which are worked out in detail in the article. These themes are: I — Self-government as the democratic right of all people, and at the same time their responsibility; II — The special tasks of self-government at the faculties and the university; III — Self-government at the faculties and the university in

comparison with the system of self-government in the country; and IV — The working and humanistic-ethical aspects of self-government.

56. PAŠALIĆ, Dr. Esad: Uloga i položaj univerzitetskog nastavnika u društvu (The Role and Position of the University Teacher in the Society), *Bilten Univerziteta u Sarajevu*, Sarajevo, November 1967, Vol. 7, No. 25, pp. 12—27.

This study was prepared for the XIIth Meeting of the International Seminar "The University Today," which was held in Dubrovnik from 20—29 July 1967. The author presents, in his opinion, the most important functions of the university teacher in the modern society. The first would be that the university teacher must be highly interested in just what are the modern conceptions of education and how, in our times, to approach problems in education. Subsequently, how — in the opinion of the university teacher — should the physiognomy of cadres with academic education be? Should students be guided toward an extremely specialized education or should they be offered a varied theoretical education? In connection with the latter, the author states that young people, in the course of their studies, should master the methods of research work in addition to theoretical knowledge. At the end of this study the author states the significance and role of the university teacher in the development of international solidarity and in strengthening the position of world peace.

57. Pregled rektora, prorektora, dekana i prodekana na jugoslovenskim univerzitetima (A Review of the Presidents, Assistant Presidents, Deans, and Assistant Deans at Yugoslav Universities), *Univerzitet danas*, Beograd, 1968, No. 1, pp. 82—90.

This review contains the first and last names and titles of presidents and assistant presidents at all universities, and of deans and assistant deans at all faculties. This review relates to the Universities of Belgrade, Zagreb, Ljubljana, Sarajevo, Novi Sad, and Niš, and to all the faculties and advanced schools in the composition of these universities.

58. Promocija doktora nauka (Conferment of Doctor of Science Degrees), *Bilten Univerziteta u Sarajevu*, Sarajevo, November 1967, Vol. 40, No. 25, pp. 75—85.

In addition to the speech made by the Assistant President of the University of Sarajevo on 27 May 1967, when the title of Doctor of Science was conferred upon five candidates who defended their dissertations at this University, the article also contains information on the new doctors with the titles and brief summaries of their dissertations. Two dissertations were from the field of medicine, and the other three from the fields of law, technology, and veterinary science.

59. Prva sjednica Univerzitetskog savjeta (The First Meeting of the University Council), *Bilten Univerziteta u Sarajevu*, Sarajevo, November 1967.

At this meeting of the Council of the University of Sarajevo held on 29 September 1967, where Council members were elected for the 1967/68 — 1969/70 school years, the elaboration of the work plans of the Council for the following period was discussed. It was stated that special attention should be devoted to self-government, financing of education in the domain of advanced schooling, students' problems, as well as to the elaboration of a program for the further development of the University. This article publishes a list of the names of the new members of the permanent University Council commissions, the management boards of various funds, etc., who were elected at this meeting.

60. STIJOVIĆ, Dragiša: Školovanje studenata stranog državljanstva (Education of Foreign Students), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 74—89.

In this article the author considers the education of foreign students at the University of Belgrade. After presenting data on the number of foreign students receiving scholarships from the Yugoslav commission for cultural affairs with foreign countries, as well as those who do not receive them, the author treats the question of scholarship students. From this information we become familiar with the way in which these students come, the preparations made for their studies, and data on the quotas of the different faculties for these students for the 1967/68 school year. This article also discusses the entrance exams and registration of these students at the faculties, their studies and achievements, data on drop-outs after the first semester of the 1965/66 school year, registration for the first semester of the 1966/67 school year and students who were graduated up to February 1967, followed by data on those who left school, lost the right to study, or withdrew. The questions of specialization, dorm accommodations, and health protection for the students is also described. The author treats the problem of non-scholarship students, who are numerous and have greatly increased since the 1963/64 school year. These students have more problems in the course of their schooling as their arrival, acceptance, and accommodations are not organized. They are able to attend preparatory courses for registration which are organized for scholarship students, but they must bear the expenses themselves. For this reason these students show a poor achievement on the entrance exams, but they more regularly attend school and have better graduation achievement than the scholarship students.

61. **TEŠIĆ, Dragutin:** Uz diskusiju o racionalizaciji mreže visokoškolskih ustanova (A Contribution to the Discussion on the Effectiveness of the Network of Advanced Educational Institutions), *Prosvetni preglad*, Beograd, 1968, No. 5, p. 4.

This is a contribution to the discussion on the proposal made by the Republican Secretariat for Education and Culture in connection with the effectiveness of advanced education. The author establishes his report on the fact the problem of the network of advanced education institutions occupies an important place in the complex of this question. In this connection, the author gives some information on the proposals themselves. He states, among other things, that some proposals were submitted on the basis of the relationship between planned needs and realistic prognoses on the number of graduates for the 1964—1970 period. (These estimations were made at the Institute for Social Planning of the Socialist Republic of Serbia on the needs of advanced education cadres for the mentioned period.) The author also points out that concentration of cadres, equipment, financial resources, and the possibility of better location for identical or related schools in the same place and with many common elements represents one of the fundamental ways of establishing more economical and higher quality working conditions for the effective utilization of the network.

62. **VLADISAVLJEVIĆ, Živko:** Istraživači i društveno organizovanje njihovog rada (Research Workers and the Social Organization of Their Activities), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 31—38.

The author gives a brief review of the development of research work in Yugoslavia immediately following the Liberation and states that there was much enthusiasm, sacrifice, and hard work — which made it possible to achieve significant results. However, a certain standstill was soon felt as a series of problems occurred in the organization of this work which are being resolved too slowly and this is a hindrance to its development. The author points out some of these problems, such as the necessity for accelerated development of research activities, the absence of a well-thought out long-term scientific policy for this work, the need for the society to have a more active stand on toward science, the inadequate network of research institutions, research cadres, etc. He states the fact that the problems of research work are much more complex than those of material production, and that in the organization of this work it is impossible to apply certain principles taken from simple analogy with material production without analyses. There are a number of essential differences between enterprises and research institutions, and it follows from this that research work should be considered a unique type of activity which should be organized in accordance with its own regularities. In speaking of research cadres, the author points out the fact that

interest in research work is falling among the younger generations. Selection for this work should begin at the university and continue during graduate studies and assistantship. This manner of selecting cadres has many advantages. In addition, the wages of research workers, which are very low in comparison with other professions, should be regulated.

#### VI. 5. Adult Education

63. BUDIN, Ivan: Svaki savremeni školski model mora da se oslanja na obrazovanje uz rad (Every Modern School Model Must Rely upon On-The-Job Training), *Naša stručna škola*, Beograd, 1967, No. 11—12, p. 5.

Adult on-the-job training in working organizations must be programmed and regulated in a manner similar to education in regular schools. The author points out some weak points and difficulties in establishing educational policy in educational institutions in working organizations, and emphasizes that factory education must be an integral part of the national school model. He discusses the tasks of specialized factory centers for education, primarily for adolescents, and gives a detailed description of what must be done and how to create all the necessary conditions so that a factory center can effectively carry out its tasks.

64. FILIPOVSKI, Stevo: Radnički i narodni univerziteti, njihova osnovna programska orijentacija i zadaci u sistemu obrazovanja odraslih (Workers' and National Universities, Their Basic Syllabus and Functions in the System of Adult Education), *Obrazovanje odraslih*, Zagreb, No. 9—10, 1967, pp. 36—38.

The basic syllabus and work content of these universities consist of, for the most part, the following educational fields: 1. General cultural and elementary education; 2. Socio-economic; 3. Ideological-political; 4. Professional technical-extra-curricular education, training, and further training. Two more basic functions should be studied and developed in the activities of the universities. The first is an investigation of educational needs, i.e., the development of research activities in their work. The second function is an instructional-adult education activity, primarily for its own needs as well as for the needs of other institutions and organizations working on adult education in the community. With the development and implementation of these two functions, in addition to the tasks which they now pursue, the workers' universities will become specialized institutions for the complex, systematic, and continuing education of adults.

65. JOVIČIĆ, Ratko: *Obrazovanje odraslih za potrošnju* (Educating Adults for Consumption), *Obrazovanje odraslih*, Zagreb, 1968, No. 1—2, pp. 14—23.

In the new phase of development of our society the sphere of consumption is gaining increasing significance for the development of production. In addition to production functions and management functions, consumption in the working organization, family, community, and overall social collective should be considered a fundamental factor in our society. The working man must be basically trained for the rational consumption of both material and spiritual riches as this represents one of the basic components of forming the socialist personality. The author states the need for investigation of current adult education problems connected with rational consumption, and concludes that in the near future we can anticipate an improvement in the quality of educational practice in that area as well as a change in the attitude of some working and social organizations toward this current problem in our modern society. The author also cites basic methods which are being applied in the evaluation of educational results in various fields made by employees in industry.

66. X Ljetna škola — Poreč 1967 (The Xth Summer School — Poreč 1967), *Obrazovanje odraslih*, Zagreb, 1967, No. 11—12, pp. 50—57.

The Tenth Jubilee Summer School of the Alliance of National Universities of Croatia was held in Poreč from 29 June to 22 July 1967. The Summer School is a place where Yugoslav adult education experts meet every year at seminars and courses for professional education and further training, as well as at symposiums and discussions for exchange of ideas. The Summer School also holds an interenational discussion, the so-called Adult Education Theme. This year the first meeting was held of editors and members of the editorial boards of adult education journals from the European countries. Three hundred and eighteen participants and 60 organizers, leaders and, lecturers were involved in all the activities of the Xth Summer School. The program features of the Xth Summer School were as follows: 1. The largest part of the program consisted of courses and seminars for further professional training of adult education Cadres (14 programs). Three of the courses were arranged for adult educators from Czechoslovakia, West Germany, and Austria. 2. Symposiums and discussions on the problems of theory and practice of adult education (three programs). Two symposiums were of international significance. 3. Courses and seminars for active adolescents and political workers for the purpose of training them for active political activity. 4. Exhibition of adult education literature, visits to adult education institutions, and educational and recreational excursions.

67. Opismenjavanje i osnovno obrazovanje odraslih (Literacy and Basic Education for Adults), *Kulturni život*, Beograd, 1967, No. 11, pp. 854—863.

A mutual meeting of the City and Educational-Cultural Council of the Belgrade Assembly was held on 26 October 1967. Material on literacy and basic education for adults, prepared for this purpose by a special commission of the Educational-Cultural Council, was considered at the meeting. On the basis of the Commission's report it was established — among other things — that there is a high rate of illiteracy, insufficient literacy, and incomplete basic education of a large part of the active population. This represents a serious barrier to the further economic, social, and cultural development of the city. At this meeting the "Proposal for Measures Concerning Literacy and Basic Education for Adults until June 1937" was adopted. This Proposal indicates measures which should be taken to eliminate the inflow of new illiterate persons and to liquidate illiteracy, as well as to raise the level of education of the active population in the next five years.

68. SILVESTRIĆ, Ante: Dvadeset godina rada škole za opće obrazovanje radnika u Rijeci (The Twenty-Year History of the School for General Education of Workers in Rijeka), *Obrazovanje odraslih*, Zagreb, 1968, No. 1—2, pp. 52—54.

In December of last year the School for General Education of Workers in Rijeka celebrated its twentieth anniversary. In the beginning, the school offered only the first level of education (grades V — VIII) and the organization of further education was taken over by the city's secondary schools, Workers' University, and higher school for workers which was established several years later. In the last twenty years the School has had a registration of over 5000, 85% of which were workers in production. Upon completion of this School many graduates obtained diplomas as skilled and highly skilled workers, and others continued on-the-job education in other schools and acquired secondary, higher, and advanced vocational school education. The organization of instruction, realization of educational subject content, and follow-up knowledge are adapted to the living conditions of the workers, their ages, experiences, and needs. The development of general culture is not neglected in the School. For years now the School has been buying season tickets for theater performances, has been taking its pupils to literary evenings, various lectures, performances, exhibitions, excursions, establishes music education circles, and trains them to use and enjoy books and periodicals.

69. Treća skupština Saveza narodnih sveučilišta Hrvatske (The Third Assembly of the Union of People's Universities of Croatia), *Obrazovanje odraslih*, Zagreb, 1967, No. 11—12, pp. 22—30.

The Third Regular Assembly of the Union of People's Universities of Croatia was held in Zagreb. In addition to the 109 Assembly delegates, representatives of republican unions of people's and workers' universities of Bosnia and Hercegovina, Macedonia, Slovenia, and the Autonomous Republic of Vojvodina also participated. The Assembly had several tasks: 1. to sum up and evaluate the work of the Union and the development of people's universities since 1964; 2. to make a new Union statute adapted to the new labor conditions and the new Constitution; 3. to select its organs and make decisions on further work in accordance with the new statute. According to the new statute, the official name of the Union is: The Union of People's and Workers' Universities of the Socialist Republic of Croatia. Two larger reports were prepared for the Assembly: on the work of the Union from 1964—1967, and on the development of people's and workers' universities. A report concerning the problems of the future development of people's and workers' universities and on the roles of the Union as their community was read at the Assembly by the Union President Veljko Drakulić. It treated the work content of these universities, how the economic and social reform reflected on their work, and some future tasks of the Union as the community of these institutions.

#### VI. 6. Education of the Handicapped

70. BOJIĆ, Branko: Stanje i aktuelni problemi specijalnog školstva u SR Srbiji (The Condition and Current Problems of Special Schools in the Socialist Republic of Serbia), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1967, No. 2, pp. 19—56.

Contents: Introduction — The development of special schools in the Socialist Republic of Serbia — The uncovering, categorization, and follow-up of children and adolescents with retarded development — Problems of special preschool education — The network of special schools and special classes in regular schools — The problems of financing special schools — Teaching-material problems in special schooling (1. School area; 2. Equipment, textbooks and teaching aids) — Pupils in special schools (1. Admission and registration policy; 2. Class structure; 3. Schooling of pupils at a place where their parents do not have residence) — Curricula and syllabi for educational work — Some problems of vocational education and training retarded adolescents for work — Some problems concerning the teaching staff — The need for investigations in the field of

special education — The work of competent organs, their professional services, and social and professional organizations in the development of special schooling — Bibliography (with 19 units).

#### VI. 7. Vocational Guidance

71. **TODOROVIĆ, Miljkan:** Profesionalno usmeravanje učenika osnovne škole (Vocational Guidance for Elementary School Pupils), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1967, No. 2, pp. 1—15.

This study — which is actually the material of the Institute for Basic Education and Teacher Training deliberated at a meeting of the Educational-Cultural Council of the Assembly of the Socialist Republic of Serbia on 17 and 18 February 1967 — contains the following chapters: The Social Significance of Vocational Guidance for Pupils; The Hitherto Activities of the Elementary School in Vocational Guidance for Pupils; Understanding the Tasks of the Elementary School in Light of Vocational Guidance for Pupils; Vocational Guidance for Pupils in the Teaching Process; Supplementary Syllabus as a Means of Vocational Guidance for Pupils; Vocational Guidance for Pupils in the Leisure Activities, General Culture, and Public Affairs of the School; An Orientation Work Program for the School in Vocational Guidance for Pupils; Direct Tasks. The problems treated in this study, as well as in other material, caused the Educational-Cultural Council to make a Proposal on Labor Training and Pupil Education in the Elementary School. This Proposal is published at the end of the study.

#### VII. CURRICULA AND SYLLABI

72. **Nastavni plan i program drvne tehničke škole finalnog smera** (The Syllabus and Curriculum for the Technical School for Final Wood Production), *Prosvjetni vjesnik*, Zagreb, 1967, No. 10, pp. 154—187.

The Technical School for Final Wood Production is a regular technical school which trains skilled cadres (wood industry technicians for finished products) for the needs of the wood industry and other branches of production in which final products are manufactured or wood elements of similar construction are produced. This school accepts young people who have completed elementary school and are under 18 years of age. Schooling is of four-year duration. The educational content of the school is classified into three groups of subjects: a) for vocational education, b) for general and social education, and c) for physical-health training. The syllabus and curriculum are

regulated by the Republican Secretariat for Education, Culture, and Physical Culture of the Socialist Republic of Croatia.

73. VUKOVIĆ, Dušan: Stanje i problemi koje je pokazala analiza nastavnog plana i programa pojedinih predmeta i obrazovno-vaspitnih oblasti u osnovnim školama SR Srbije (The Condition and Problems as Shown by Analyses of the Curriculum and Syllabus of Different Subjects and Educational Areas in Elementary Schools in the Socialist Republic of Serbia), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika*, Beograd, 1967, No. 2, pp. 79—99.

The Institute for Elementary Education and Teacher Training of the Socialist Republic of Serbia organized a symposium for advisers of municipal, inter-municipal, and provincial educational advisory services. A total of 17 symposiums were held at which there were a total of 418 participants. There were discussions at all the symposiums concerning analyses of the curricula and syllabi of different subjects which were earlier distributed to the participants, and conclusions were made in connection with these analyses and with measures which should be taken in the future for improving instruction in elementary schools. This article treats in detail the fundamental problems treated at the symposiums by teachers of Serbo-Croatian, studying nature and the society, physics, chemistry, biology, mathematics, basic general technical education, geography, history, foreign languages, physical, fine arts, and music education, etc.

#### IX. MOTIVATION

74. VASOV, Dimitar: Stimuliranje učenika u savlađivanju vaspitno-obrazovnih zadataka škole takmičenjem za najbolji pionirski kolektiv i najboljeg pionira škole (Stimulating Pupils to Master Educational Tasks by Holding a Contest to Determine the Best Pioneer Collective and the Best School Pioneer), *Nastava i vaspitanje*, Beograd, No. 4, 1967, pp. 339—405.

In the course of the 1965/66 school year an elementary school in Serbia successfully applied and realized a form of stimulating and encouraging pupils by holding a contest among the Pioneer collectives (groups of Pioneers by grades) and among the individual Pioneers called: We Are Looking for the Best Pioneer Collective and the Best Pioneer in the School for the 1965/66 school year. All pioneer collectives and pupils had the right to participate in the contest. Two types of awards were envisaged: 1) collective — a) for a subject-taught collective, and b) for a grade-taught collective; 2) individual — a) for a Pioneer in a subject class, b) for a Pioneer in a grade class. The contest covered the following areas: 1) achievement of the Pioneer collective and the Pioneer — results in studying; 2) work discipline of pupils and the behavior of pupils during

their lessons as well as before and after them; 3) the participation of the pupils in the work of pupil organizations and the specialized collectives of the Federation of Pioneers, sections, and scientific groups; 4) participation in socially useful and production work organized by the school. Marking was done by points: a) for the collective at the end of every work week, at the end of the first semester, and at the end of the contest; b) for Pioneers at the end of the first semester and at the end of the school year. The one year of experience with this type of contest has shown that the collectives with well-functioning Pioneer organizations achieved the best results.

#### XI. POLYTECHNICAL EDUCATION

75. JOVANOVIĆ, Slavoljub: Jedan prilaz planiranju i pripremanju nastave opštetechničkog obrazovanja (An Approach to Planning and Preparing General Technical Education Instruction), *Pedagoški život*, Zrenjanin, 1967, No. 5—6, pp. 101—108.

General technical education should not be only a separate subject in the school, but rather a complete system which contains the following elements: a study of the natural science bases of modern technology and production, work in the field of modern production and the mastering of technology, socially useful work with good production-economy results, and free-choice activities in certain branches of science and technology — both in school and outside of it. The planning and preparation of instruction of this subject is of great significance. A good instruction work plan goes a long way in providing for the realization of the syllabus and teaching tasks, as well as for all prerequisite conditions upon which effective work depends. The author suggests that planning and preparation for instruction be carried out in three phases: I. — An annual work plan which would, in a specific time schedule, contain the subjects which the pupils will study and the number of lessons necessary for each of them; II. — A monthly plan or plan for elaborating a subject or specific theme. III. — Direct lesson preparation, or preparation for presenting a subject in accordance with the appropriate technological procedure.

#### XII. SELF-EDUCATION

76. JANKOVIĆ, Radmilo: Ponovo aktualizirana sva pitanja fizičke kulture na univerzitetima (Problems of Physical Culture at the Universities), *Fizička kultura*, Beograd, 1967, No. 7—8, pp. 241—246.

In March 1967, at a meeting of the Central Board of the Alliance of Yugoslav Students and some organizations involved

in physical culture, a mutual discussion was held on the theme: "Physical Culture in the New Socio-Economic Conditions." That same year, in May, an inter-university symposium was held in Sarajevo with the representatives of all interested federal and republican organs which are directly or indirectly concerned with the problems of physical culture. Discussions were held at this gathering on the basic theme "Physical Culture at Advanced Educational Institutions in Yugoslavia." Individual themes, proposals, and conclusions from both these symposiums are enumerated in this article.

### XIII. PROBLEMS IN EDUCATION

77. ĐORĐEVIĆ, Jovan: Porodica i škola kao faktor u vaspitanju moralnog karaktera (Family and School as a Factor in the Formation of Moral Character), *Nastava i vaspitanje*, Beograd, 1967, No. 5, pp. 493—498.

This article points out factors which influence the formation of moral character of children, treating in detail the most important one — family and school. The author illustrates his views by presenting the older and newer opinions of many American educators and psychologists, and briefly points out some characteristics of the moral formation of personality in our family and school. "It follows from this that early training and uninterrupted influence in the development and evaluation of moral procedures are significant for the development of moral behavior and character. In order to achieve this, it is necessary to provide specific conditions for learning and for the acceptance of moral values and principles in everyday living.

78. JOVIČIĆ, Ratko: Škola i avangardizam mladih (The School and Avant Guardism among the Young), *Naša stručna škola*, Beograd, 1968, No. 1, p. 1.

The teaching process is constantly being perfected and educational tasks are ever-increasingly becoming realized in vocational schools and school centers. However, the educational tasks and functions of these institutions are being disregarded. A special lack of activity is felt in ideological, ethical, and esthetic training. The author states that every generation has its own ideals, that the ideological and political values of preceding generations must not be automatically connected to the trends among today's young people and that the moralizing spirit which is present in some vocational schools and school centers should be eliminated.

79. MILENTIJEVIĆ, Milena: O jednom pokušaju da se efikasnije ostvaruju vaspitni zadaci u osnovnoj školi (An Attempt to More Effectively Realize Training Tasks in the Elementary School), *Nastava i vaspitanje*, Beograd, No. 4, 1967, pp. 346—351.

In line with the demand for improving training in the school, a first grade elementary school teacher in Kruševac (Serbia) undertook the task of developing the ability and habit of self-sufficiency in pupils, the acceptance of good hygienic traits, responsibility for one's obligations, and taking a share in the daily tasks of the family. For the realization of this goal, the parents of the pupils were engaged in complete cooperation — in this way providing a uniform influence and the necessary atmosphere, harmony between the home and the school. The teacher introduced a "work calendar" which contained all the daily activities which the pupils were obligated to carry out in their homes. Every task carried out received the symbol + in the appropriate place on the "calendar." After they were trained, the pupils began to keep their own "calendars." The "calendar" was composed in the following way: 1. wash hands regularly, brush teeth regularly, preparation and cleaning of clothing, cleaning shoes, putting things away, making the bed, ironing handkerchiefs, washing socks, buying bread and newspapers, waste removal, and other easy household tasks. At the end of each month all the "calendars" were brought to school for a summing up of the results and new ones were made for the following month. This program continued until the pupils made these tasks a habit — which was the teacher's purpose.

80. MRĐENOVIĆ, Momčilo: Područja rada i položaj pionirske organizacije u osnovnoj školi (The Sphere of Work and the Position of the Pioneer Organization in the Elementary School), *Pogledi i iskustva*, Zagreb, 1968, No. 1, pp. 28—39.

This article treats the sphere of work of the Pioneer organization in the elementary school. Every form of Pioneer association is separately explained: units of the Alliance of Pioneers, Pioneer collectives of grade classes, independent Pioneer collectives (pupil organizations and societies). Their activities, as they are and as they should be, are presented. Suggestions are given for better forms of work. Various activities are cited which the Pioneer organizations conduct in the school. For example, extra-grade and extracurricular activities, the inclusion of Pioneers in the school life of the community. The development of Pioneer self-government and the building of

friendship should, in the author's opinion, be given special attention.

81. PETNJARIĆ, Lazar: Suradnja prosvjetno-pedagoške službe i škola na unapređivanju odgojno-obrazovnog rada (The Cooperation of the Educational Advisory Service and the School for Improving Educational Activities), *Život i škola*, Osijek, 1967, No. 7—8, pp. 293—299.

Regional educational advisory services are being organized in accordance with the newly-adopted law on the educational advisory service in the Socialist Republic of Croatia. The author presents the experiences of this service in the area of Osijek and points out everything that has been done in connection with preparations and the tasks of the educational advisory service in accordance with the intentions of the law. Among the problems which will be resolved by the educational advisory service in the next period are: improvement of grade instruction; cooperation with subject teachers; following the progress of pupils over long time periods; cooperation with schools in the elaboration of their annual work program and the isolation of key problems for which the school will be especially engaged; forms of school inspection and of cooperation between the educational advisory services, schools, and teaching centers.

82. PRIŠLIN, Nevenka: O radu s učenicima koji zaostaju u nastavi matematike (Work with Pupils Who Are Lagging Behind in Mathematics), *Školske novine*, Zagreb, 1968, No. 2, pp. 4 and 6.

For the purpose of analyzing work with pupils who are lagging behind in mathematics, the Institute for Educational Advancement of the Socialist Republic of Croatia distributed a questionnaire which was answered by 61 schools. The teachers were requested to answer the following questions: In which subject-matter do the students lag behind? What percentage of students lag behind? In which way does the teacher establish which material is difficult for the pupil to master? What measures are taken in teaching so that the pupils master the subject-matter? It was also asked of the teachers that they explain which form of work gives the best results, and to present their suggestions for work with pupils who are lagging behind. The teachers, among other things, proposed that supplementary teaching be given according to classes, not according to grades; that work groups be organized where the better pupils could assist the weaker ones; that classes with a lower number of pupils be formed of the purpose of improving the quality of teaching, etc. At the end of the article the author gives a review of the analysis of the questionnaire.

83. RATKOVIĆ, Branko: Pitanja uspešnijeg odgojnog djelovanja osnovne škole u razrednoj nastavi (The Question of More Effective Educational Influence in Grade Teaching in the Elementary School), *Život i škola*, Osijek, 1967, No. 7—8; pp. 316—324.

In Yugoslavia today we have modern socialistic, self-governing schools which are struggling to find their proper social position and carry out the social reform in the field of education. The author takes training as a relatively neglected function of the school in achieving more effective education, and in this light he discusses the Proposal for the Program of Educational Influence of the School in Grade Teaching for 1968 — which was prepared by the Institute for the Advancement of Elementary Education in Osijek. The major characteristics of this Proposal are: the elimination of educational deficiencies brought into the school from the preschool period; the work of the elementary school in correcting unfavorable influence of the environment in terms of training; establishment of a school activity program according to the age of the pupil; and the expression of some practical comments in setting up the educational activities of the school.

#### XIV. HOSTELS

84. ČURIĆ, Dr. Radoslav: Neki stavovi studenata o disciplini u studentskim domovima (Some Opinions of Students on Discipline in Student Dorms), *Univerzitet danas*, Beograd, 1968, No. 1, pp. 24—32.

The author investigated the behavior of students in dorms in Novi Sad. The purpose of this investigation was to determine the reasons for choosing dormitory life, the students comprehension of discipline, the demands of house regulation, the attitude of the students toward these regulations, the opinions of individuals on those who keep and break house rules, the methods and work efficiency of house collectives in creating favorable conditions for communal life in the dorm and the participation of all members of the collective in this endeavor. The results of the investigation are published in this article. The collected material was arranged and elaborated according to questions posed in four groups: 1. the motives of students for choosing dorm life; 2. the attitude of the students toward house rules in the dorm; 3. the activity of the students in self-government organs on developing discipline; 4. proposals for improving the method of the self-government organ.

#### XV. MANAGEMENT AND FINANCING

85. ARSENIJEVIĆ, Dragoljub: Zajednica stručnih škola metalske struke (The Community of Metal Trades Vocational Schools), *Stručno obrazovanje*, Beograd, No. 3, 1967, pp. 65—67.

In the course of this year the Community held a great number of chairmanship, management council, and plenary meetings

which considered the following significant problems: 1. the application of the Law on Financing Education; 2. discussion and criticisms on the Draft of the Law on Secondary Education; 3. criteria for wage distribution in schools; 4. the question of literature for pupils; 5. analysis of final exams in vocational schools for education skilled and highly skilled workers, as well as technicians; 6. revision of syllabi and curricula for machine technicians; 7. the problem of vocational education for adults; 8. the application of the new Law on Secondary Education; 9. the organizational structure of school centers under the new conditions. As we can see from the agenda of these meetings, in the preceding period the Community has very actively developed in considering the most important problems which are of interest to all types of schools included in the Community.

86. M. B.: Ove godine za obrazovanje 11.6% više (11.6% More for Education This Year), *Prosvetni pregled*, Beograd, 1968, No. 5, p. 4.

At a meeting of the Educational-Cultural Council of the Assembly of the Socialist Republic of Serbia, held on 8 February 1968, the Proposal for the Law on Rates for Republican and Municipal Taxes for Education in 1968 was adopted. This Law envisages an increased rate of republican taxes for education levied on labor wages, from 1.3% to 1.5%, accompanied by a proportional decrease in the rate of republican taxes for the budget, from 1.1 to 0.8%, as well as a decrease in taxes for child supplement — from 2.3 to 1.9%. The need for increasing the rate of republican taxes for education is explained by the fact that the republican and provincial educational communities do not provide for the financing of advanced and other educational institutions. The adopted Proposal for the Law gives authorization to municipal assemblies to levy a different tax for education, i.e., lower or higher than the minimal rate of 3.7% regulated by the law, depending upon the specific conditions and needs of an area in the field of education. It is anticipated that the total available resources of all educational communities will be higher by 11.6% as compared to 1967. Special attention was given to the need for more active resolution of elementary education problems — which is one of the first measures in realizing the policy of intensive educational development in the next period.

87. *Merenje obrazovno-vaspitnih rezultata i dohodak škole* (Measuring Educational Results and School Income), Beograd, *Zavod za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, 1967, p. 361.

The new Law on Financing Education went into effect in the Socialist Republic of Serbia at the beginning of 1967. For the purpose of assisting educational communities and schools in building the system and yardsticks for evaluating educational

results, which, according to the new Law, must be taken into consideration when establishing the cost of education, the Socialist Republic of Serbia composed this manual. In the first part of the manual one of the possible solutions is suggested for application of the system of income in the field of education in elementary schools. The explanation is a practical application of the proposed system, which consists of the following phases: 1. procedure for making decisions on adopting the proposed system; 2. elaborating a program of work in the school; 3. contracting agreements; 4. elaborating measuring instruments; 5. organization of measuring results; 6. confirmation of results; 7. elaboration of results and calculation of educational costs; 8. making final decisions on the cost of education; 9. establishing deadlines for measures to be taken; 10. expenditures caused by the realization of this system, and finally the article presents elements of the contract which is concluded between the educational institution and the educational community in light of financing educational activities. In the second part of this manual a presentation is given of practical confirmation of the proposed system for measuring educational results and establishing school income. A practical confirmation of this system was carried out by the Educational Community of the Kruševac municipality on its area. In the third part of the manual a description is given of the measuring instruments for application of the proposed income system.

88. MILIVOJČEV, B.: Prve društvene ocene i predlozi o novom načinu finansiranja vaspitanja i obrazovanja u Jugoslaviji (The First Social Evaluations and Proposals Concerning the New Manner of Financing Education in Yugoslavia), *Naša stručna škola*, Beograd, 1967, No. 11—12, pp. 3—4.

The Section for Education of the Federal Conference of the Socialist Alliance of the Working People of Yugoslavia discussed current problems in implementing the new system of financing education. On the basis of a report, several communications, and many varied discussions some proposals were made for effectively resolving the financing of educational activities. It was pointed out at this gathering that the increase in funds for education is still nominal and not realistic, a change was sought for the limitation on the rate of contributions for education, and much of the discussion was directed toward the place, tasks, and roles of the educational community. This article presents excerpts from the discussions of those participants who treated the relations of economic working organizations toward financing education.

89. STAMENKOVIĆ, Bora: Neophodnost kontinuirane saradnje stručne škole i privredne organizacije u uslovima novog sistema finansiranja obrazovanja i vaspitanja (The Necessity for Continuing Cooperation between Vocational Schools and Economic Organiza-

tions under the New System of Financing Education), *Problemi stručnog obrazovanja*, Beograd, 1967, No. 3, pp. 26—35.

Social conditions today are increasingly driving the vocational schools toward a closer association with the economy and to provide it with new cadres, to raise the level of knowledge, ability, and skill of the existent cadres now in production. If the tasks on the level of education, training, and further training are to be promptly resolved and with high quality, it is necessary to have continued cooperation between the school, as the executor, and the economy, as the ordering party and investor. Cooperation should be carried out in several forms: 1. cooperation for the regular education of cadres — the regular schooling of adolescents and of adults; 2. cooperation for realization of the program of professional practice and practical work; 3. cooperation on the level of training and further training of cadres in production; 4. cooperation for the purpose of providing lecturers. In order for any institution to take upon itself the obligation of cooperation with an economic organization it must have the sort of internal organization which will enable and guarantee permanent forms of cooperation. In addition to the educational supervisors of the school, a professional service is necessary — not only for the regular instruction but also for resolving the contractual conditions of cooperation on adult education. Such a team should be composed of: an industrial pedagog, a programmer, an industrial psychologist and sociologist, an adult education specialist, an economist, engineer, and a physician versed in industrial medicine.

90. STOJANOVIĆ, Olga: Za adekvatno učešće svih subjekata (For Adequate Participation by All Parties), *Prosvetni pregled*, Beograd, 1968, No. 8, p. 1.

This article treats current problems of self-government in advanced education institutions. It points out the fact that dynamic social fluctuations and new relations in all areas of living have caused an intensification and deepening of the reform in advanced education and a change in outdated regulations. In this connection, the author of the article emphatically indicates the significance of the composition and work of the council as an organ of an advanced education institution, and states the need to — in accordance with the expressed demands of advanced education institution, especially faculties — have the councils predominantly represented by teachers, more than other employees, and their co-workers. In addition to this, the author deliberates the problem of students in the self-government system and thinks that this system should be perfected in the sense of strengthening the rights of the students in governing advanced education institutions. At the end, the author reviews the alliance of advanced education

institutions and the importance of studying the new role of the university today as problems without which it would not be possible to consider self-government.

91. Usvojen predlog o izmenama Zakona o finansiranju obrazovanja (The Adopted Proposal for Changes in the Law on Financing Education), *Prosvetni pregled*, Beograd, 20 December 1967, Vol. 12, No. 40, p. 1.

From the report of the Republican Secretariat for Education and Culture, which was given at a meeting of the Executive Council of the Socialist Republic of Serbia, it may be seen that the proposed changes were necessary as some transitory provisions of the Law on Financing Education and Educational Communities ceased to be valid on 1 January 1968. Thus, the problem was raised as to how to provide resources for financing preschool education, basic education for adults, and educational advisory services (regulated by Article 64 of the cited Law), supplementary resources for secondary education in underdeveloped areas (Article 70), as well as resources for covering deficits of the Provincial Community of the Autonomous Province of Kosovo and Metohija and the Republican Educational Community for the financing of advanced education (which was regulated by Article 71). It was suggested that the validity of these transitory provisions be extended until the end of March 1968 with the condition that in the interim permanent resolutions are made for those educational needs regulated by the transitory provisions. This proposal also envisages the retroactive effect of these resolutions, thus enabling the Law on Financing Education to be effective as of 1 January 1968. The changes to the Law also envisage a prolongation of the deadline for establishing regular educational community assemblies because some communities were not able to carry this out within the given length of time. The proposed changes will be sent to the Assembly of the Socialist Republic of Serbia for final adoption.

#### XVI. LEGISLATION

92. Pravilnik o radu škola i odeljenja za osnovno obrazovanje odraslih, (The Regulation on the Work of Schools and Classes for Basic Adult Education), *Prosvetni glasnik*, Beograd, 1967, No. 11 and 12, pp. 423—425.

This Regulation was made by the Republican Secretary for Education and Culture of the Socialist Republic of Serbia. According to this Regulation, basic adult education is conducted in schools for basic adult education and in classes for basic adult education at elementary schools, workers' and people's universities, and other organizations. These schools and classes for basic adult education accept persons who are at least 15 years of age and have not completed elementary

school. Persons without any schooling register in the first year, and those who have completed the corresponding grade of elementary school or school for basic adult education register in the second, third, or fourth years. Teaching in schools and classes for basic adult education are of four-year duration, and is carried out in accordance with a special curriculum and syllabus. The first and second school years include grade or grade-subject teaching, and in the third and fourth years there is subject-teaching.

93. Statut na Zajednicata na gimnazite vo SR Makedonija (Statute of the Community of Gymnasiums of the Socialist Republic of Macedonia). *Prosvetni rabotnik*, Skoplje, 1968, No. 10, pp. 6—8.

A Community of Gymnasiums has been established in the Socialist Republic of Macedonia for the purpose of examining problems of mutual interest and to develop cooperation and assistance among the allied gymnasiums in order to effectively realize their fundamental roles in the education process. The organs of the Community are: the Assembly, Chairmanship, and Supervisory Board. However, the Community can, as a form of its activity, also organize professional sections, conferences and symposiums, as well as seminars. The Statute states the tasks of all the organs of the Community.

94. Zakon o osnivanju pedagoškog savjeta Hrvatske (The Law on Establishing the Educational Council of Croatia), *Prosvetni vjesnik*, Zagreb, 1968, No. 1, p. 1.

This Law provides for the founding of the Educational Council of Croatia as the republican organ which conducts affairs of interest to the republic. According to the Law, the Educational Council has the following tasks: prepares syllabi and curricula for elementary schools and an educational work program for nursery schools; prepares a basic syllabus and curriculum for secondary schools and corresponding educational and training institutions; determines general principles for the elaboration of school textbooks; regulates the syllabus and professional exams for nursery school teachers, elementary school teachers, secondary school teachers, and teachers in corresponding educational and training institutions; regulates the syllabus for special forms of further teacher training; considers questions of general interest for the improvement of teaching and other forms of educational work, and makes suggestions and offers opinions on these questions. The Educational Council is comprised of a president and 20 membres.

95. Zakon o prosvetnom Savetu SR Srbije (The Law on the Educational Council of the Socialist Republic of Serbia), *Prosvetni glasnik*, Beograd, 1967, No. 11—12, pp. 412—413.

The Educational-Cultural council of the Assembly of Serbia, at its meeting on 3 October 1967, adopted the Proposal of the

Law on the Educational Council of the Socialist Republic of Serbia. The Law envisages that the Educational Council carry out the following tasks: prepare a proposal for the syllabus and curriculum of elementary schools, and mutual bases for the syllabi and curriculum of secondary schools; prepare a syllabus and curriculum for special types or groups of related secondary schools, as well as adapted syllabi and curricula for adults who are being educated in special classes of secondary schools or in specially organized secondary schools for adults; prepare a program of educational activities for preschool education institutions; approve textbooks for use in elementary and secondary schools, and consider the conception, condition, and problems of publishing these textbooks; make norms for elementary and certain types of secondary schools. These norms should contain the standard teaching aids, equipment, school accommodations, and vocational training and staff profile in the elementary school and in the special types of secondary schools; prepare a program and examination specifications for the teaching staff in preschool institutions, in elementary and secondary schools, and in other institutions and organizations which carry out elementary or secondary education.

96. *Zakon o srednjem obrazovanju sa komentarom i objašnjenjima (The Law on Secondary Education — with Commentaries and Explanations by Miodrag Pavlović and Vlastimir Stamenković), Zavod za izdavanje udžbenika SR Srbije, Beograd, 1967, p. 141.*

The Assembly of the Socialist Republic of Serbia, at its meeting of 19 April 1967, adopted the Law on Secondary Education. The new Law devotes much attention to the questions of teaching and education within the framework of school activities. In this connection, the following features of the Law should be stated: a) teaching is conducted in accordance with syllabi and curricula. The common educational bases for all types of secondary schools are established by the republican assembly, within this framework each school works out a syllabus and curriculum in accordance with the demands of the economy and social activities for which cadres are being trained; b) as a rule, secondary education is of four-year duration; c) the educational activity of a school includes: instruction, professional practice and production work, extracurricular activities of the pupils, examinations, and marking of pupils. An innovation is that the curriculum and syllabus determine the tasks, volume, length of duration, and content of professional practice and production work; d) in a new way this Law regulates questions relating to teaching staff. According to the Law, every five years a school can introduce re-elections for teachers' job posts and for professional co-workers. It is important that the Law regulates only the minimal social needs for which the community is interested, thus leaving the schools

to regulate their own specific features and, in a sense, to form "their regime" and physiognomy.

97. *Zakon o srednjoj školi unutrašnjih poslova* (The Law on the Secondary School for Internal Affairs), *Prosvetni glasnik*, Beograd, 1967, No. 11 and 12, pp. 411—412.

This Law on the Secondary School for Internal Affairs was made by the Assembly of the Socialist Republic of Serbia. The task of the schools is to give general and specific professional education for training elementary school graduates for work in internal affairs organs. In addition to full-time pupils the school also admits part-time pupils, but these can be only employees of internal affairs organs. The school can also organize further professional training for employees of internal affairs organs. Full-time pupils wear uniforms throughout the period of schooling. The provisions of the Law on Secondary Education, which are not included in this Law, apply to the school.

98. *Zakon o visokom školstvu u SR Srbiji* (The Law on Advanced Education in the Socialist Republic of Serbia), *Univerzitet danas*, Beograd, 1967, No. 8, pp. 52—73.

This article contains the explanation of D. Baralić on the Law on Advanced Education in the Socialist Republic of Serbia, the changes to this Law, and the revised text of the Law. It is stated in the explanation that this Law was made in December 1962, and that it was coordinated with the Constitution by the Law on Changes and Supplements made in 1965. However, the Law should have also been coordinated with the Law on Labor Relations — which was also made at that time — and for this reason it underwent certain changes again in 1966. The explanation also cites just which articles were changed and the reasons for this, and the texts of two new articles in the Law are given in their entirety. As it is now being planned to make a new Law on Changes and Supplements to the Law on Advanced Education in the Socialist Republic of Serbia, this article presents the revised text of the Law on Advanced Education so that faculties and individuals can more easily give their suggestions for the changes and supplements. The text of the Law itself contains the following parts: I — General Provisions; II — The Opening and Closing of Advanced Educational Institutions, Universities, and Art Academies; III — Management of Advanced Educational Institutions, Universities, and Art Academies; IV — Instruction (levels of instruction, organization and presentation of material, examinations and diploms). The Vth part is dedicated to scientific work, and the VIth to students (registration in advanced educational institutions, the rights and obligations of students, their disciplinary responsibilities, and discontinuance of classification as student).

The VIIth par of the Law contains the provisions on teachers and co-workers, and the VIIIth — transitory and concluding provisions.

#### XVII. EDUCATION STATISTICS

99. Škole I i II stepena. Početak 1966/67. (Elementary and Secondary Schools at the Beginning of the 1966/67 School Year), *Statistički bilten* 481, Beograd, Savezni zavod za statistiku, 1967, p. 26.

This issue presents data concerning schools at the beginning of the 1966/67 school year. These data contain fundamental information on the number of schools, classes, pupils, and teachers, as well as on the number of school centers at the beginning of the 1966/67 school year. This information relates to all types of schools.

#### XVIII. BIBLIOGRAPHIES

100. Bibliografija jugoslovenskih radova o omladini publikovanih 1963—1967 (A Bibliography of Yugoslav Works on Adolescents Published in the Period 1963—1967), *Sociologija*, Beograd, 1968, No. 1, pp. 295—324.

This bibliography includes works on adolescents which were published in Yugoslavia in the Serbo-Croatian, Slovenian, and Macedonian languages during the period 1963—1967. It was prepared for the symposium of sociologists (Split, 15—17 February 1968) devoted to the theme: "The Social Position and Problems of Adolescents in Yugoslavia." The bibliography has total of 268 units, of which 59 are books and brochures and 209 are articles. The material is classified into three areas: 1. The Social Position of Adolescents; 2. Education; and 3. Social Organization and Activity. An index of authors is given at the end of the bibliography.